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ABSTRACT

Despite years of research and endless theorizing, little is known of what leadership really is. A distinction is made between leadership and the related constructs of creativity, management and group dynamics. A useful definition of leadership is provided, and a four-stage program for actually providing for the emergence of leadership is described. The program is drawn from theories and models in many disciplines, developed over 6 years, tested and found to enable gifted children to become leaders, not merely to teach them "about" leadership. Stage 1 encourages familiarity with leader characteristics, and use of creativity, expecially divergent thinking. Stage 2 includes role playing, observing and analyzing the leadership of others and doing creative thinking exercises. In stage 3, ambiguity is created and shortcuts are removed to allow students to struggle for solutions. The fourth stage consists of real life experiences with leadership. Four tables contain: traits of leaders; behaviors of leaders; a comparison of management, group dynamics, and leadership; and a model for fostering the emergence of leadership. A 33-item bibliography is included. (CL)

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LEADERSHIP:
A NEW MODEL PARTICULARLY APPLICABLE TO GIFTED YOUTH

by Joel D. Black

Mr. Black is a doctoral candidate at Purdue University, and has taught gifted students in programs there. He is the father of three gifted children. He also is part owner and director of the Wilderness Adventure Treks where for six years he had the distinct advantage of observing, time after time, the emergence of leadership in students previously suspected of little promise in that realm. Since then he has studied the topic from an interdisciplinary perspective, with work in education, management, psychology and recreation. Therefore he is able to present an integrative new model of leadership that answers many criticisms, is based on the best research evidence available, has broad based applicability, and does much to further our knowlege about and ability to foster and enhance leadership.

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LEADERSHIP:

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ABSTRACT

Despite years of research and endless theorizing, little is still known of what leadership really is. The author distinguishes between leadership and the related constructs of creativity, management and group dynamics. A useful definition of leadership is provided, and a four stage program for actually providing for the emergence of leadership is described. This new, groundbreaking program has been drawn from theories and models in many disciplines, developed over six years, tested and found to truly enable gifted children to become leaders, not merely to teach them "about" leadership.

LEADERSHIP:
A NEW MODEL PARTICULARLY APPLICABLE TO GIFTED YOUTH

INTROUCTION

More is written on leadership than perhaps any other topic in organizations, management, recreation and education. The 1000 publications on that topic in 1983 could give the comfortable, but highly inaccurate feeling that leadership is a well-defined and researched area. Huckaby and Sperling (1981) report that over 130 definitions of leadership are to be found in the literature. This is a double edged finding. Although it reveals a substantial literature on the subject, it also confirms the confusion in the field about what leadership is. Despite the lack of agreement on what leadership is, there are some general guidelines that deserve enumeration.

The purpose of this paper is to discuss the traditional approach to leadership, to outline an alternative and more promising model for teaching leadership, to explain the role of the facilitator in making that model run properly, and to describe why it is particularly indicated for gifted students. Existing texts on "leadership" do not, in fact, address leadership, but are elaborations of traits and applied management principles. It will be shown that leadership is not a collection of traits, but a creative response; and that teaching leadership is less tied to a place or a paradigm, but is a specific process with defined and measurable components.

Kuhn (1970) and Rosenthal (1966) show categorically that most research is not objective, and since few are willing to abandon a bias, no matter how unsubstantiated, the accumulating writing becomes much more elaborate and unwieldy without any real new insight into the concept. Leadership theory has not escaped. Leadership programs for gifted students would profit greatly from a theory derived from years of experience and observation in practical leadership, followed by interdisciplinary and extensive research in the literature, and in applied settings. Few educators have studied leadership in management, or psychology, or crossed other interdisciplinary boundaries. Thus the current thinking is quite narrow. Perhaps they are reluctant to do much research because their time is so restricted. They are first, last and always practitioners, very busy helping people. Nevertheless, the outdated leadership theories still used by our profession are a professional liability. Neulinger (1981) pointed out recently that we need more research and better theories, even though, as he noted, those involved in leadership are (and would rather be) out doing things, rather than writing about them.

LEADERSHIP THEORIES

Over the years several types of leadership theories have been widely accepted. The earliest were based on a compilation of traits exhibited by leaders. Most recreators and some educators, and many textbooks still adhere to this theory (Corbin, 1970; Bannon, 1976), though leader-trait theories were debunked early by Gibb (1954.)

Certainly the trait approach makes sense. Inasmuch as leadership is attributed to someone by followers, a compilation of traits manifested by those people that a majority of viewers feel are "leaders" is probably the easiest way to define both the process and the outcome of leadership. If traits define leaders, we need only find someone with the right traits. It seems plausible that educators, being pressed for time by hundreds of demands, have felt that some program was better than none, and trusting too much to others have accpeted blindly the carefully distilled lists of leader traits created in recreation or management. The work done with traits of leaders reflects the largest body of work in the leadership literature. It has also given rise to the greatest number of programs. Despite the lack of a theoretical base or any well-designed research (Neulinger, 1981) it is still widely advocated and practiced. Fiedler and Maher (1979) hold that trait theory is a good idea, simply needing more research. A list of leader traits often cited can be found in Table 1.

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insert Table 1 about here

An alternative approach once thought to have great promise and application in management is the view that describes leadership as a set of behaviors. Rather than seeking the right person with the right traits to be a leader, these theories allow one to train leaders. Currently some recreators and managers and most educators define leadership in terms of a person's behaviors. The behavioral models began with McGregor's Theory X-Theory Y, focusing either on task completion or on interpersonal relationships. These did improve upon trait theories. Unfortunately there is little agreement in the research as to what was found, or how to measure or scale the behaviors under observation. Later models (Drucker, 1960; Lewin, 1957) described leaders as using one of three broad styles of control: "autocratic," in which the boss manipulates or orders the workers to perform; "democratic," in which the workers have some say in decision making; and "laissez faire," in which the boss removes himself from the decision making process altogether and often as not chaos reigns.

The behavioral view of leadership puts a great deal of emphasis on training through the presentation of information, reinforcement, experience on the job, simulations, modeling and observations. Modifications upon behavioral theory gave rise to the often-cited theories of Hersey and Blanchard (1977, 1982), Blake and Mouton (1978) and the excellent and often advocated program authored by Schmuck and Schmuck (1979). These models discuss managerial functions like organizing, planning, gate-keeping, directing, encouraging, communicating and many others (see Table 2). The intent of these programs seems to be to promote understanding of group dynamics and enable students to memorize some of the factors underlying human interaction in groups. Presumably if a student learns his facts well, he is a leader. This kind of leader-behavior training is what is most often included in the current "leadership" literature. While training in leadership behaviors is useful, it provides a necessary but not a sufficient condition for creating true leaders. Behavioral theory clearly states the <u>actions</u> required for leadership and

therefore has some advantage over other theories. It is the fertile ground from which a viable theory of leadership must emerge. But many authors addressing themselves to programs for the gifted advocate these models, and nothing more.

insert Table 2 about here

Current organizational views on leadership tend to follow the situational models that grew out of the early leader behavior models. Such models posit that different situations call for different responses, and if productivity or relationships are the goal, leadership is comprised of those behaviors that attain it in the specific situation under consideration. Two of these theories are "Leader Match" (Fiedler and Maher, 1979), and "Path-Goal" (House and Baetz, 1979.) Among large corporations and graduate schools of management, the best known and most used model of leadership , by far, is the participative decision-making model of Vroom and Yetton (Field, 1982.) But Graeff (1983) points out how unwieldy all of these are, and how little research has ever been conducted to validate any of them empirically, perhaps because, as Pfeffer (1977) points out, leadership cannot be factor analyzed. In order to successfully use a contingency model one must know exactly what the sitation is, what the cutoff points are, and where every person stands in relation to all others (Ilgen, 1982.) With so many fluctuating variables, these theories quickly become mere guesswork.

TOWARD A DEFINITION OF LEADERSHIP

Leadership has, from necessity, almost always addressed the issue of helping a manager, a coach, or a teacher who is already on the job, become more effective. Leadership is, in the most general sense, influence within some group. But there is more than one kind of leader and more than one kind of leadership. Although almost anyone can pick out a leader in a crowd, it is still not known which variables have the greatest impact in combination. On another side of the question, House and Baetz (1979) find that there is a huge difference between formal leaders and emergent leaders. They also find that <u>any</u> model of leadership will work for the <u>true believers</u> in that model. The literature also recognizes that there are three types of leaders, the official, or task-role leader, who is usually appointed to the position, and two leaders which arise from the group, and whose roles are vital: the group growth or emotionally supportive leader and the anti-group or conflictive leader who challenges the formal leader and serves as a catalyst for group action and bonding. And one last problem, pointed out by Brache (1983) is that leadership is a very different concept than management.

An effective leader training program must begin with a definition of leadership. Organizations generally accept the idea that a leader is one who can change the attitudes or behavior of others in a group setting. Heaton (1960) feels that leadership also implies the ability to follow well. Some theorists add that leadership is a willingness and an ability to change oneself or others, combined with

the achievement of a productive and desirable end. Elaborating on Huckaby and Sperling (1981,) leadership is one person's creative response to a demanding or novel situation that focuses group energy and attitudes toward a goal beneficial to all. Now the important question becomes, "under what conditions will such emerge?"

WHAT LEADERSHIP IS AND IS NOT

There is a need in the field to differentiate leadership from two related concepts: group dynamics, and management (see Table 3). Teachers are often managers, not necessarily (nor need they be) leaders. For this reason the so-called leadership literature generally addresses task and efficiency functions. However there is a need, and the time has come, to address real leadership too. We must also distinguish efforts at inculcating leadership from efforts at fostering its emergence. Most classroom simulations and initiative games fall into the realm of "group dynamics." An understanding of how people work in groups, what kinds of roles exist therein, and how one facilitates accomplishment of a goal, or how he might best relate to others, are essential to, but not sufficient for or identical to leadership. Furthermore, as Nibley (1984) points out, while leaders must be managers and managers ought to be leaders, the two concepts are complementary at best and antithetical at worst.

Leaders are movers, original and inventive. They are a part of and relate to the group. "They are full of surprises, which discomfit the enemy in war and the main office in peace. . . The manager seeks to differentiate himself from the mass. He seeks the laud and prestige that leaders eschew. Managers are safe, conservative, and very pro status quo. . ." (Nibley, 1984: 19.) Thus the usual tasks associated with management, and so necessary to the survival of organizations, the tasks taught in all graduate management programs, while essential to our society, are not to be confused with leadership. Leadership is not the training of technicians, and it is less than desirable to spend time teaching people "about" leadership. It is only slightly more useful to attempt to equip them with a repertoire of tactics or skills to use in specified and pre-rehearsed situations. Instruction in group dynamics, creativity, traits of leaders, cognitive and affective skills, and such experiential work as role playing, simulations, counseling, and imaging -- as well as the separate, but important, issue of training those who will be doing the teaching of leadership to the rest -- is a useful base, but it is only the beginning. Though some writers have laid a useful foundation for preparing for leadership, until now no one has crossed that chasm from "teaching about" to actually "creating" leaders.

Leadership is a creative response. Leadership grows up in a Montessori classroom, rather than in a traditional classroom. A leader is self-confident, even "self-actualized," while a manager may function successfully despite many personal doubts. Management is a deliberate, formula driven kind of order. It can be taught and it can be imposed. Group Dynamics are observable interactions between people, and can therefore be evaluated or learned. But leadership must emerge (Renzulli, 1977). No direct intervention by any teacher

can create it. Leadership can be "off the wall" to get results. Table 3 compares these concepts on a number of variables. The left column (management) depicts the traditional content of "leadership" training, the middle one illustrates group dynamics, and the right column (leadership) provides challenges and food for thought about what one might do to allow real leaders to emerge.

Creating is the best word to describe the process of fostering leadership in gifted students. Creativity is the major component of leadership, and the substantial body of work on creativity (see Tannenbaum, 1983) is far more applicable to leadership than the writings that purport to be about leadership. Leadership is creativity applied to motivating the behavior of others. It can neither be taught nor imposed from above. It must emerge from within the individual or the group. Current models of "leadership," irrespective of their origins or the prestige of their advocates, teach only an understanding of human interaction. The participant learns to evaluate his own and others' behavior against some model. It is true that one can be taught foundational skills so that in an opportune situation leadership might EMERGE. Leadership emerges: it springs from a process comprised of readily identifiable elements. True leadership training is not dependent upon a specific place or program, but a process containing key ingredients. In such a setting, an astute facilitator will then reinforce and nurture the emerging leadership, enhancing it and helping to give rise to a real leader.

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insert Table 3 about here

LEADERSHIP TRAINING FOR THE PROFESSIONAL OR FOR THE NOVICE?

Teachers would like to help students reach their potential. But they also deal with money, administration, parents and on and on. The question arises whether this manuscript is designed to help current teachers become better leaders, or is the program described to be used by teachers to help children become leaders. The intent is the latter. What then of the former? Presumably professional journals will provide the kind of guidance and inservice that they need.

The issue of training one to be a facilitator of those experiences designed to help novices become leaders is crucial. Certainly the best training is to first be a participant in a dynamic program that allows leadership to emerge, and to experience it from the inside. But many facilitators with marginal leadership skill have used a diversity of programs very successfully, and many leaders have emerged from situations and risen to great heights with the encouragement and mentorship of adults and friends who were inept as leaders themselves. Apparently an intense desire to facilitate the emergence of leadership, combined with diligent study of the writings in the field and continual improvement through practice might be sufficient training for those directors already in a position to train novices to become leaders.

A DESCRIPTION OF THE MODEL FOR TEACHING LEADERSHIP

The kind of "leadership training" most frequently seen in school and university settings today incorporates a great deal of theory and seatwork with role playing, an hour or two of initiative games, usually followed by some loose discussion of short duration. These programs seem to teach students to be thoughtful, and to recognize some styles of leadership. It is not known if these programs teach followership, or if they train one to be a direction-setter. These programs are currently among the best available and teach understanding, but they fall far short of teaching leadership. What is desperately needed is not more of the same, but something qualitatively different.

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insert Table 4 about here

If past models have been insufficient to teach one to be a leader, then what will? Table 4 is a brief encapsulization of an integrated model of leadership that captures the high points of earlier models, while answering the criticisms leveled at other leadership training programs. More importantly, this model includes the essential components of the process which will give rise to leaders. The model will be described briefly, and subsequently the criticisms of current programs will be addressed and each part of the model that overcomes them will be elaborated upon.

The first stage is to provide foundational instruction in related topics like management, creativity and group dynamics. The second stage gives the student exposure to leadership situations, a chance to discuss what "he might do when. . .," and the chance to play a leadership role in a controlled (and contrived) setting. To this point most of the current programs of "leadership training" provide from an adequate to an excellent base. But finally if the student is to develop leadership talents and skills, there must exist a chance to face a real situation requiring real leadership. By "real" we mean three things. First "leadership" is distinguished from "management." Secondly "leadership" is assumed to be occurring, as opposed to a situation in which one is "training" to become such. And thirdly, by "leadership" we mean conduct that makes a difference, that is, it is meaningful. If these steps are completed and the emerging leadership is reinforced and nurtured, then the novice can indeed arrive at a state where he is a bona-fide leader.

CRITICISMS OF LEADERSHIP PROGRAMS

Perhaps the most insightful article to be published in the area of leadership for the gifted and talented was Huckaby and Sperling's (1981) critique of the field in the Roeper Review. Their article ruffled some very complacent and self-satisfied feathers. They rightly claim that leadership should NOT be taught until we can decide what it means and establish some predictive criteria for it. They call for realistic and non-contrived programming. Specifically they raise the following issues: 1) The need for a definition; 2) The

problem of establishing defensible criteria for identification of the leadership gifted; 3) Facing the dilemma of selection into and exclusion from a program; 4) Creating activating events that will spur the development of leadership; 5) Recognizing that leadership is not the same as training technicians.

These criticisms are valid, and must be answered. Another problem facing leadership training programs for the gifted is the serious problem that many who write in the area are not hampered by a great deal of experience in the area. Most address management, group dynamics and foundational skills, but never really address fostering true leadership. This paper has already addressed this latter issue, as well as provided a defensible definition of leadership and answered Huckaby and Sperling's (1981) fourth and fifth issues. Responses to the second and third issues will be treated later.

THE BASES FOR A PROGRAM FOR THE EMERGENCE OF LEADERSHIP

In order to illuminate each of the stages of the model, and justify the process of fostering leadership, each of the component parts must be examined. Before leadership may emerge, certain fundamentals must be present. It is in this regard that so many current programs perform their greatest service. For example, the Schmuck and Schmuck (1979) model is representative of programs ostensibly teaching leadership to school children and managerial trainees. These models utilize role playing and simulations followed by the participants analyzing and discussing the various interactions in the group. The teacher/trainer constructs situations in which the skills to be discussed might arise, and the students role-play the situations. The experience is then discussed by the teacher and class at some length and detail. This debriefing, or processing, is critical to learning from simulations, and allows the students to internalize the principles of group dynamics. The authors emphasize the need for flexibility and control in leadership, and seek to enhance responsibility and individual growth, for both leaders and followers. Undoubtedly simulations and role-playing, especially those intense experiences called "initiative games," are the greatest boon yet developed for teaching group dynamics. Thus this is a highly commendable approach to teaching management or human interaction, but this must not be confused with leadership.

Few people would question the notion that Boy Scouts and YMCA teach leadership. In fact, the whole reason for the existence of 4-H is to teach leadership, and the premise for joining it is that this is what is developed by the program. Many people will testify that it worked for them or their children. But how? That question has been posed many times, and these and other organizations have printed lists of leadership traits and skills. In doing this they have missed the point, much as medieval man thought that to fly all one needed was feathers. Those who try to follow the guidelines printed by many groups successful at helping leaders emerge, fail when they offer different programs embodying those same published principles. The reason is simple. Many successful programs have not identified what the truly crucial components are. They mis-identify what it

takes to create a leader. A closer examination of programs that do teach leadership reveals components of challenge, plenty of time, a pressing need, ambiguity, and problem-solving. These will be discussed further.

Leaders are problem solvers. So are managers. But the way they work is different. Managers have rules. Leaders try new combinations, often exceeding the rules to find newer, deeper ones. Problem solving is learning to think in a non-confined, loose, holistic way. Early experience with it can make this kind a thinking a life pattern, resulting in leadership later on. Problem solvers are a small, choice group. The skill is highly essential for the continued development of society. Yet few schools teach it. This fact contrasts sharply with a survey that found it to be the most desirable characteristic of an employee. So the first building block of leadership must be early training in problem solving.

A second prerequisite to the emergence of leadership arises from an examination of the very mixed conclusions of 25 studies of leadership in high-challenge, outdoor experiences. Positive effects could not be attributed to location, leader style, philosophical basis, group composition or method of subject selection. However one factor did divide the studies into three (cohesive) groups: time. The groups which met infrequently or for but two or three hours a week found no effects. Those which met for a full day or several times weekly found moderate effects, and those which met in a marathon setting for several consecutive days found the largest effects. Thus a major factor in any leadership training program must be lots of time.

If a student, after study and attendance at a number of classes and live-action sessions, could write down what leadership is or how it works, or if he could identify effective leaders or describe what one must do to be one, then he would undoubtedly have the foundational knowledge, and perhaps even the potential for leadership. But he is not yet a leader. Furthermore, very gifted leaders include those who deviate significantly from the norm but still get the job done (Lindsay, 1981). Students need preliminary instruction in communication skills, tolerance, group processes, and decision making models, but later leadership itself must be allowed to emerge from ambiguity. As Pfeffer (1977) points out, ambiguity is what drives a group to find and follow a leader. Training comes first, for understanding is essential. Then a situation is structured to allow the emergence of leadership, and as it emerges the instructor gently directs, encourages, guides and builds it. Many of our current social leaders and innovators only emerged after a particular activating experience. Leadership was neither something they learned as a youth nor something then evident. Situations giving rise to leadership could be as diverse as orienteering, survival training, international war game simulations, Model U.N. and Girl's and Boy's State simulations, or any other structured environment that presents a real challenge and allows plenty of time for interaction. Additionally, traditional leadership programs like athletics and student government may not be leadership activating experiences. Leadership is more likely to become a permanent characteristic of the learner if the

situation is designed to be real -- where real meals, real friendships and other tangibles depend upon the level of leadership that must arise. Mere simulations are more appropriate for preparation activities. There must be arousal, motivation and ambiguity, and there must be no time limitations if real leadership is to emerge. I have seen groups take two and three days to solve some dilemmas, and often I have waited hours for one student to tentatively begin to show some leadership.

Larson (1984), has described the conditions necessary for the emergence of leadership: 1) opportunity: the expectation on the part of both the facilitator and the novice that he, or someone, must and will step forward and be a leader; 2) a clear and present need for leadership, usually in the form of a clearly stated goal to be accomplished, with its concomitant motivation, stress or arousal; 3) situational constraints--by which is meant either that the novice has been assigned to be "the leader" and must carry out his role, or that a leader is demanded by the situation as it is structured, and that enough time is allowed for one to emerge; 4) student accountability and responsibility for the accomplishment of the goal or the resolution of the dilemma; and 5) ambiguity, meaning that the solution or resolution is not known. After structuring the dilemma, the role-play or some other learning situation, the instructor steps back to observe and encourage, but never to help, interfere, relieve the frustration, or intervene in any other way. Non-interference and non-relief of stresses are crucial. Both Larson's and the author's experiences confirm that the presence of these factors is sufficient (assuming some previous preparation) for the emergence of a number of leadership behaviors and traits in the participants, and the job of the trainer is then to notice, praise, encourage, and direct these behaviors. With feedback and gentle reinforcement the students gradually build real-life leadership -- an ongoing characterization and not merely an unmeasurable and anticipated potential to lead in some undescribed future case.

THE NEED FOR AND EFFECTS OF AMBIGUITY AND STRESS

People react in distinct ways to programs that create sufficient ambiguity and challenge to allow for the emergence of leadership. Allowing for the emergence of leadership in gifted children is qualitatively different than trying to aid its emergence in average children. Ambiguity and challenge are less fearful and more appealing to the bright and the young. They generally welcome the opportunity to push back the walls of their experience, and challenges, whether emotional, physical or mental are often eagerly anticipated. Novices with less dynamic personalities may try to avoid growth or may even actively fight anything new. Typically adolescents who do not like or understand a program will passively go along with it if they feel they cannot escape, and may eventually catch a vision of the potential for growth and fun and may then actively begin to participate. Adults faced with the unfamiliar are often more sullen and resistant, and may never allow their leadership skills to emerge. Extensive prior training in group dynamics can ameliorate part of this problem for adults, while children often

learn better from the field experiences themselves. Necessity, besides being the mother of invention and of creativity is the elicitor of leadership as well. A clear goal, a pressing need, time and ambiguity are the mechanisms by which leadership and creativity emerge. Stress, loneliness, fatigue, the need to find relief for oneself or for another person, the lack of an immediately apparent solution, or even the need to just finish an activity in order to eat or sleep, can each serve as the arousal or impetus that fosters leadership. Escape hatches do not protect one; they allow one to evade responsibility and growth. Indeed, a very tight case for the positive effects of stress induction has been made elsewhere (Black, 1984.) While the confident and the bright often step forward to meet challenges, and more average students may try to avoid them, other factors, including the previous acquisition of special skills, physical strength, encouragement from others, having had one success already, seeing another succeed, having group help or sympathy, or being free of personal inhibitions, can, and usually do, aid students to accomplish the goal and manifest leadership potential. In my work I have seen a number of leaders arise and meet a challenge head on in the face of a pressing need and an ambiguous situation.

A FINAL COMMENT ON STRUCTURE

An effective situation for training one to be a leader is difficult to structure, and requires a great deal of time, energy and discipline. It will also require financial and personnel commitments from those interested in teaching students to be leaders. Summers are usually the only time that one can find the two or more weeks of time required to train school students effectively. Also a structured situation must have a clear goal, and the students must feel a pressing need to accomplish it. Typically the students (or anyone learning new life-patterns and skills) require drastic changes in the ambient. They need a new setting where they are free of expectations and confining habits and patterns and have the opportunity to change and grow. This can be provided either by physically removing them from the familiar city and classroom or workroom and from their friends and family to a new place, surrounded by unfamiliar people, as is the modus operandi of the highly successful Outward Bound wilderness programs (although bringing rural children to the inner city for a work project would work just as well), or by drastically restructuring the emotional climate as occurs when a natural disaster strikes.

In summary, any program that aims to teach leadership must contain the following elements: 1) a foundation of previous training and practice with simulations, thinking and problem solving; 2) a trained facilitator with a great deal of self-control and high expectations of his trainees; 3) a pressing need, creating stress or high arousal; 4) ambiguity arising from a new setting and problems with unknown solutions; 5) participant freedom, accountability, and responsibility, making them reliant upon themselves to find solutions; and 6) plenty of unstructured time. Thus many current programs of "leadership training" work, not because their theory is correct, but despite their published designs, because the facilitators include

these elements. Any existing program that can be modified to contain these elements should work. Furthermore, programs which cannot be modified to contain all of these elements should be set aside in favor of the program explained herein. The challenge to teachers today is to modify their programs to foster leadership, and not merely management or group dynamics.

Each of these six elements is crucial for the emergence of leadership (and together they are sufficient.) A foundation in simulations and problem solving assures that the participants have some basis from which to proceed. A trained facilitator will not ever interfere with or inhibit the process by easing the stress, joking, giving clues, and so forth. A pressing need motivates the completion of the task. Ambiguity and unfamiliarity with the setting and with the other people gives every person an equal chance to rise to the fore, to think, and to solve problems. It also allows one to internalize skills and then use them later. Participant responsibility allows the student to take the initiative, to learn, and to become characterized as a leader without confounding the roles between student and facilitator. And unlimited time allows the process to run to completion, resulting in the acquisition of leadership skill once it emerges.

WHO CAN BECOME A LEADER?

Everyone ought to be eligible to participate in leadership programs. All need the opportunity to allow their potential to emerge. In the actual application of a good leadership program, those who demonstrate leadership talent will command most of the teacher's guidance and the others will serve the very necessary function of being followers and fellow group members for their leader-peers. For these followers the experience becomes another training simulation which serves as further preparation for the eventual emergence of their own leadership. Their role as followers is crucial for the developing leadership talents of one of their peers. Thus every student in the gifted program ought to be a part of the leadership program, and where situations allow, every student in the school might be considered for the program.

The specific structure of a program will depend in part on the background and the ages of the participants. Gifted students already experienced in other "leadership training" programs, should be given a real life experience to allow their skill to emerge and become strengthened. This should be done as soon as possible after the training program is completed so that the foundation the program provided is not lost. If leadership is going to emerge, it will probably do so quickly in such a situation. Most gifted adolescents will learn quickly from live-action simulations, and little time need be spend on in classroom foundational work. In fact, younger gifted students become bored in simulations, or may find ways of avoiding the challenge of applying themselves to learning, and will probably both learn the foundational skills and show more true leadership in the field where they cannot escape and where there is no bell to "save the day." The facilitator in any case must see that all

members have acquired the base necessary for leadership (see Table 4) and especially provide both the opportunity and the encouragement for the emergence of leadership.

EXAMPLES OF POSSIBLE PROGRAMS

Many examples could be cited from high-intensity, wilderness adventure programs of leadership emergence (and one will be noted later), but what can one do in the city, and especially, what can one do in the classroom? The author has taught leadership in a classroom setting on several occasions. Of the six necessary and sufficient elements for leadership, three (1, 2 and 5) present no problem at all in a classroom, and element 3 can be provided with a little thought and ingenuity. The ambiguity and unfamiliarity (element 4) can be found by bringing students together from different schools, or from different grades within one school. Naturally a camp setting automatically contains this element. Effective sessions can be conducted anywhere that one can prevent interruptions. It is the when -- the unlimited time -- that poses a serious problem for the emergence of leadership in a classroom situation.

To provide a learning activity in more than one session is to restrict, but not to destroy, the process that creates leadership. In such a situation, it is a given that the lesson is a simulation, not a real experience. There is a time limit -- a "bell to save the day." This causes a loss of emotional intensity between sessions, and between the sessions much problem solving, realignment of leadership roles, and unverifiable insights occur. The facilitator cannot monitor nor reinforce leadership during that time. However, the impossibility of conducting an ideal experience in the classroom does not mean that a teacher should not follow the program outlined in this paper as closely as possible. The author has found that though the amount and kind of leadership that arose in interrupted classroom sessions was not as great as in the more intense field settings, it still exceeded the growth obtained using other models.

If the session is interrupted the facilitator can make a note of where the students were and what they were doing at the stopping time, and ask the students to make a note of how they felt. When the activity resumes the teacher can align the students as they were and remind them of the previous atmosphere. Furthermore the participants can be required (if at all possible) to refrain from discussing the activity between sessions. Finally, and most importantly, during the processing sessions, the facilitator can devote a considerable amount of time to examining the feelings, insights, thoughts and interactions that occurred between the sessions, as well as the things that occurred during the problem solving time itself. In this way it can be determined what kind of leadership arose, and when and where it occurred. This will help the emerging leaders internalize their newly acquired skills almost as well as if they had learned them in one lengthy, intensive exercise.

Another example of a successful program brought rural children to the city to live in the tennaments and to seek out, develop, and

carry out a useful project. Some helped the elderly. Some taught ghetto children about nature, bringing in specimens and pictures, or taking the children out to the country for the first time. Some cleaned up an area and planted flowers. In each case the participants conceived of the program, carried it out, and solicited the resources themselves. The situation was unfamiliar, even threatening to the participants, the goal a vague "make this place somehow better." Leadership emerged and was reinforced.

A final example taken from a five day wilderness program, where nothing was told to the students before they did it, also provided for the emergence of leadership. Challenges, given one at a time to the group, were faced and dealt with. These group challenges included portions of the "Prisoner of War" sequence (rappelling, the wall, the crawl space, the electric fence, the mine field, a blind walk and so on) and a number of other activities designed both for fun and to challenge the group and pull them together. The facilitator reinforced and praised good thinking, but did not help the novices through the obstacles. In this setting, some remarkable and very gifted individuals arose. Some were not identified as such, some were underachievers, some were discipline problems, but all made good things happen. Randy kept the whole group moving toward camp, and buoyed up their spirits, even though he had a sprained ankle, it was 3:00 am, they had all been 18 hours on the trail without food, and no one knew where camp was. Kevin found the solution to the "mine field" game and got the whole group across in total silence, in record time. Sharon, a slight, 13-year-old, who was firmly convinced that she was night-blind, unerringly led the group rapidly down an unfamiliar trail through thick forest on a moonless night. John, who had never been camping, found a way to protect a group of 13 people from the rain while they slept with a 10 X 20 foot piece of plastic, and he also built a cooking fire under it without melting it. Tim, after a deep and intense personal struggle to face and descend a rappell, came back up and helped the whole group complete it and have fun without being fearful.

WHY THE MODEL IS PARTICULARLY APPLICABLE TO GIFTED STUDENTS

Although this model has been tested on people of all ages, in many settings, there are several reasons it is particularly applicable for gifted adolescents. First, there is an expectation for our gifted students that they will become the leaders of tomorrow. This program allows that skill to emerge and be molded and strengthened. Second, most adolescents are mature enough to learn and internalize what they experience, and young enough to try new things, explore, overcome resistence and let leadership emerge. Third, the gifted often possess the kind of personality factors that enable them to profit maximally from a high quality leadership program. These include a liking for challenge and an ability to tolerate ambiguity. Often they have great self-control, and they may seek self-actualization. They are more prone to seek solutions and less likely to resist, avoid or flee the experience than average children.

Two other reasons for advocating this program specifically for the gifted center around the fact that an often cited leader-trait is intelligence. Indeed the leaders emerging from this program are nearly always very bright. The actual, personal characterization of leadership for any individual occurs during and through the discussions that take place after the learning experiences. The gifted perceive and remember more, and they have the ability to understand what is occuring within themselves as they begin to demonstrate leadership. They see new relationships. The gifted are often problem solvers, and many gifted programs teach creative thinking. These skills have transfer value to the leadership setting. In short leadership is a cognitive skill, and the gifted, already excelling in this area, are better able to become leaders.

SOME CAUTIONS AND GUIDELINES

In structuring situations for the emergence of leadership one must be careful to follow a few crucial guidelines. The facilitator must help each student realize that the burden of responsibility for his own actions is strictly his own. He is responsible for himself and he does have the ability to resolve the problems with which he is faced. The facilitator has taught the participant relevant skills for future use, but in the actual situation under which we hope leadership begins to emerge, the facilitator needs to realize that it is far harder to watch these exercises than to go through them. The facilitator needs to be emotionally involved, but watchful, and silent. He remains on the periphery. He must not give any clues or help at any point. He is to be seen as being in charge and interested, but totally non-interventive, and non-directive. He must not show any sign of frustration. He patiently waits for action, and reinforces leadership behavior and characteristics as they are displayed by the students. Cohesion and solutions come gradually.

After the exercise the facilitator must process the learning immediately while the feeling is high and insight is near the surface. This debriefing can take many forms, but it is vitally important that enough time be taken so that the students can find the parallels between the situation and their daily experiences, so that they can draw analogies, and so that they can analyze every facet of the exercise and of their own insights and behaviors to their complete satisfaction. This discussion is student-centered and student-led. The main function of the professional facilitator is to keep the conversation on target. Otherwise he says little.

Often there are many potential lessons embodied in an activity. This is to be expected. The facilitator may select which lesson(s) to emphasize. Often processing sessions last longer than the problem-solving exercise did. The real gains are made here, as each student remembers best the things that he says. It is important that each has time to truly internalize his feelings and actions. Though leadership behaviors (as well as creativity, commitment, enhanced self-concept, and other characteristics) emerge during the resolution of the dilemma, and have been spotlighted and encouraged by the facilitator, it is in the processing session that the student finally

sees himself as a leader, and makes those characteristics a permanent personal pattern.

CONCLUSION

The principles of this model fostering the emergence of leadership are time tested by outdoor adventure type programs and this model provides the explanation of why those kinds of programs work. More importantly, this paper describes the process whereby nearly anyone, in any setting, could teach real leadership to others, via this process. In addition, this particular model answers the bulk of the objections raised to leadership programs. It also provides an immediately usable program for practitioners and teachers at all levels, and serves to dramatically change the way in which educators must conceptualize the term "leadership." The program alluded to in this article has been in use since 1972, and has been found to be effective in teaching both gifted youth and adults to actually be leaders. The program allows every person to develop whatever talent he has and excludes no one. It is based on a sound definition and theory, and upon years of inter-disciplinary research. It is hoped that it becomes the foundation for future programs and developments, and the standard against which current programs must be measured. Naturally research on the model will continue, and further testing by practitioners in other settings is encouraged.

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TABLE ONE
TRAITS OF LEADERS
(alphabetical arrangement)

self-confident*
self-control, hard working, can delay rewards
coordinated, athletically able
courteous, a part of the group, values consistent with them
decision-maker
delegator
direction setter, sense of purpose*
dominant, has authority and power*
expects the best of self and others
flexible, psychologically stable, pragmatic, can handle setbacks*
fluent, expressive*
friendly, likes people, works well with others*
honest, high values, sincere, tolerant, patient, respectful
keen sense of humor**
imaginative
intelligent, learning, knowledgeable, handles abstract info.*
involved in many social situations
motivated, high energy, enthusiastic, committed, perseveres*
organized, planner, budgetter,
pleasant, positive attitude, cooperative
popular, liked by others
problem solver, analytical, open-minded
resource person, in the information stream
responsible, dependable, loyal to group *
safety conscious
salesman

** most often cited characteristic
* top ten cited characteristics

TABLE TWO
BEHAVIORS OF LEADERS
(alphabetical arrangement)

acts, does not delay, gets job done, sets goals**
analyzes and adapts tasks*
keeps attention
delegates*
determines membership, provides for representation
direction-setter, sets norms, sets an example*
disseminates information, clarifies roles, gives emphasis*
handles money
inspires, motivates, marshalls manpower, influences group*
knows physical facilities
manages conflict, structures rewards, disciplines*
deals with media, advertizes
plans, coordinates*
relates to group:* (one of them, knows each person, provides for participation, shares credit, minimizes differences, sacrifices so that others can succeed, recognizes effort)
sets atmosphere, withholds judgment, takes suggestions
trains and coaches, teaches sequentially*

** most often cited behavior
* top ten cited behaviors

TABLE THREE
A COMPARISON OF MANAGEMENT, GROUP DYNAMICS, AND LEADERSHIP

MGT.	GRP. DYNAMICS	LEADERSHIP
	INSTRUCTION	
trainable, assessable	teachable, assessable	not trainable must emerge
	FAMILIARITY TO GENERAL PUBLIC	
recognizable	recognizable	recognizable
	GOALS AND OBJECTIVES	
Immediate goals & objectives are semi-stable, not always clear	immediate goals and objectives are precise and short term	immediate objectives precise, goals are clear. A pressing need exists.
	CHARACTER OF THE ROLES AND TASKS	
well-defined	well-defined	vague or unknown
	RELATIONSHIP OF SUPERVISOR TO THE GROUP	
supervisor above group	no set relationship	leader a part of the group
	TYPE OF ACTION CALLED FOR	
responses safe, trained	responses planned for specific outcomes	responses creative, unpredictable
	MAIN FUNCTION AND DUTY	
preserves status quo	neither preserves nor changes	upsets status quo seeks change
	STRUCTURE AND ORGANIZATION	
hierarchical and constant	shifting roles, power remains constant and external to group	shifting power base no hierarchy
	MAIN PURPOSE	
to build up the organization, give longevity, upgrade position of mngr.	to train students, enhance awareness, build skills	solve a problem, aid group to reach a goal, build group up
	MOST RELATED AREAS OF STUDY	
power, control and discipline	problem-solving and hypothesis testing	creativity and spontaneity

TABLE FOUR
A MODEL FOR FOSTERING THE EMERGENCE OF LEADERSHIP

Stage 1: Instruction (do A, and one or more of the rest)
- A: Instruction in theories of leadership, management and group dynamics
- B: Familiarity with "Leader Characteristics" (trait and behavior lists)
- C: Reading of biographies of great leaders
- D: Discussions of what constitutes leadership
- E: Instruction in creativity, especially divergent thinking

Stage 2: Exposure (choose two or more of the following, PLUS E)
- A: Role playing--trying to be a leader or a manager
- B: Observing and analyzing the leadership of others
- C: What if?--trying to decide in advance how I could be a leader in specific situations; preparing
- D: Boundary Breaking and other creative thinking exercises
- E: Processing--discussing what occurred (in A) and why

Stage 3: Emergence (complete every step, each in order)
- A: Structure a new ambient, a pressing need and a clear goal
- B: Create ambiguity, provide resources, remove shortcuts and teachers from the situation
- C: Allow the students to struggle with the environment (and maybe themselves) and allow solutions to emerge
- D: Encourage leadership behaviors or traits as observed, as they emerge, and guide and reinforce them
- E: Process the experience as if it had been a role-play. Have students discuss the leadership they observed and their personal reactions and learning.
- F: Repeat Stage 3, steps A through E again and again.

Stage 4: Bona-fide Leadership

After several such experiences, a student will have had sufficient preparation for leadership, and sufficient real-life experience with leadership that he will know what to do, how to do it, when to do it, and how it best works. He will have acquired the potential for leadership in the future, but better, will have become a leader in the present when he so chooses and when the situation calls for one. Leadership will have become one of his personality characteristics.

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